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# ANNUAL REPORT CVTI 1967 - 68





ANNUAL REPORT

1967-68

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## INTRODUCTION

It is with a great deal of pride that the 1967-68 Annual Report is submitted to the Board of Trustees of the Catawba Valley Technical Institute. It is our hope that this Annual Report will present to the Trustees an overall picture of the past years operation. It is the opinion of the administration that the past years activities and educational programs have achieved outstanding merit in providing quality educational programs.

The purpose of this Annual Report should be taken as a summary of the past years activities. Consideration will be given to four areas:

1. The instructional division.
2. The student services division.
3. The library division.
4. The fiscal affairs division.

In submitting the Annual Report to the Board of Trustees, it is difficult to condense such a vast operation and continue to present the many goals achieved and illustrate problems that do exist.

Special tribute should be made to the entire staff of the Catawba Valley Technical Institute, including administrators, secretarial staff, instructors, and maintenance personnel. It is the untiring effort and dedication of the staff that has produced an institution recognized for a quality educational





program, dedicated in the philosophy of helping the citizens of this area in achieving their educational goals. Another outstanding tribute is the extremely high morale that exists among the students and the staff which is recognized and envied throughout the State of North Carolina. I would be amiss in paying tribute to the aforementioned major achievements without stating that in many instances the achievements were accomplished under unusual and in most cases adverse conditions, primarily due to the lack of physical facilities.

A special tribute should be made to the Board of Trustees of the Catawba Valley Technical Institute in their faith and dedication in supporting the institution and their concept of commitment to the purposes and philosophy of the institution.

In submitting the 1967-68 Annual Report, the content as presented to the best of our ability, is actual and factual and should give the Trustees an overall view of the operation at CVTI. In this light, we respectfully submit the 1967-68 Annual Report.



## INSTRUCTIONAL PROGRAM

In keeping with the state philosophy of conducting the "Open Door" policy, CVTI offers a series of instructional programs that truly make CVTI a multi-level and multi-purpose institution. Each program is geared to a specific level for the student with different goals.

One of the fascinating aspects of the CVTI comprehensive program over other educational systems such as public schools, colleges, and universities is the flexibility of offering programs to people according to the student's abilities. Each program of instruction has entrance requirements based upon the need of each individual program. In essence, this means that people with different aptitudes and incentives can be counseled into a program to match their abilities. This is unique in that most other educational programs have the general requirements for all students for all programs of instruction.

The instructional program at CVTI is one of which the citizens and the supporters of the institute can well be proud. During the past eight years, we have pioneered many of the programs now in existence in the technical institutes throughout North Carolina. The staff of CVTI has taken the lead on many occasions and served on statewide committees as consultants in establishing quality programs that are offered throughout North Carolina. Like other institutions, CVTI has educational and instructional programs that



are superior. Some programs within the institution need considerable upgrading to meet a quality of excellence desired by the Administration and the public in general. The officials of CVTI seize every opportunity possible to upgrade programs of instruction and are always vigilant in their responsibilities to the students, to the quality of the program, and to the public in general.

Due to the institutional growth, it has become necessary to reorganize the instructional division to meet the growing demands.

The instructional division has been organized in the following manner to allow a more efficient operation.

Curriculums offered by departments:

#### Agricultural Technology

- Agricultural Business
- Ornamental Horticulture

#### Business Technology

- Accounting
- Business Administration
- Data Processing
- Executive Secretarial
- General Office
- Legal Secretarial
- Medical Secretarial
- Traffic & Transportation

#### Engineering Technology

- Architectural Drafting and Design
- Electromechanical
- Electronics
- Furniture Drafting and Design
- Mechanical Drafting and Design



## Related Studies

The Related Studies Division is responsible for teaching the following related subjects:

Chemistry  
Economics  
English  
Math  
Physics  
Psychology  
Social Science

## Furniture Production Management

Furniture Production  
Upholstering  
Upholstery Cutting and Sewing

## Vocational

Automotive Mechanics  
Brick Masonry  
Electrical Installation  
Machine Shop  
Practical Nursing

## HIGHLIGHTS OF CURRICULUM PROGRAM

### Trade Area:

We are pleased to report that the Trade Division is expanding. We have added five new instructors in this area.

Practical Nursing: This program was increased from 15 students to 30 students. Iredell Memorial Hospital was approved for clinical experience for our students. We have added two nurses to supervise the clinical experience, one being at Catawba Memorial and one at Iredell Memorial Hospital. These two nurses work directly for CVTI and all activities are coordinated by Miss Louise Yount of our staff.





Upholstery: We are using more modern methods and techniques in this department: (1) Adding additional stapler guns, (2) Additional zipper and border machines, (3) Using several types of webbing, (4) Using tacking strips for closing outsides, (5) Using additional types of springs, (6) Generally becoming more in line with industrial methods.

Brick Masonry: CVTI is probably the only school in the state to offer this program. It is being worked in cooperation with the Newton Prison Unit and is proving to be a very successful program and one which is badly needed in this area. We have added an instructor in this program, allowing us to accommodate twenty students per class. All classes are held at the prison camp, therefore, not using additional space at CVTI. If it were not for this we could not offer the program due to lack of facilities.

Automotive: This department continues to be one of the outstanding programs in the state. We have as many students enrolled during the day as physical facilities will allow. However, we are running a diesel program at night to better serve the community and to utilize the facilities. This will increase this program by about one third next year.

Electrical Installation and Maintenance: The electrical lab was completely remodeled and the equipment was changed to be more beneficial to the students and to obtain maximum utilization of space and equipment.



Check-Out Counter: This is a new program designed to train check-out clerks for food stores. It will be supported 100% financially by all area chain stores as well as MDI. This is the first program of its type.

Technical Area:

Business Technology continues to be the largest division in the institute. One new program offered in this division last year, Data Processing, made a significant contribution to the institute. The Data Processing Curriculum started last year with 54 freshmen and will increase this year to approximately 100 freshmen.

The general office curriculum will begin in September with 20 students. This program was designed to meet the growing need in industry for general office help without requiring the skill of shorthand.

One of the most tangible improvements in the business department has been the addition of new equipment. A number of local business firms have donated to the department during the last year. A local bank, a local textile mill, and a textile mill in Mooresville have all made equipment donations. We are most grateful and appreciative for these contributions. Some of this equipment is in use in our classrooms today. In some cases a portion of the equipment was traded for smaller units such as: 6 new full-key adding and listing machines; numerous



IBM panels complete with wires which enable each student to have a panel and wires for each piece of data processing equipment; and storage racks for all of the panel boards. In all, we feel that approximately \$20,000 in equipment has been contributed to the institute.

The data processing program has been very successful with the equipment that is available for instructional purposes. In addition, it has enabled us to simplify and carry out registration, quarterly grade averages, cumulative grade averages, grading reports and label printing. The master card IBM index system expedites the mail-outs by quickly running gum labels, thereby reducing typing labor and time for clerical employees.

Due to the expansion of the Business Division, we have employed four new instructors for this area.

The Engineering Division has increased during the past year enough to add two new instructors, one in furniture drafting and one in electronics.

For the first time in September, we will begin a two-year program in Furniture Production Management. We have employed a very qualified specialist from the furniture industry to head this program. This program will begin with an enrollment of approximately twenty students. We feel that this curriculum will be one of the outstanding programs of this type in the United States.





We have two very qualified instructors in our Life Science Division. They are in the process of expanding and reorganizing this curriculum. We expect this program to double during the next year.

### RESEARCH

Due to the nature of our institute, research has been limited. However, a few significant experiments have been made in the past year.

A survey was conducted by the Evening Director to gather information that could be useful in planning future evening courses. Classes were randomly selected to participate in the survey. A total of 166 evening students completed the questionnaire. A summary of the results follows:

1. Students indicated that they prefer attending classes from 7-9 p.m., with 6-8 p.m. being the second choice, and 8-10 p.m. being third choice.

2. Students indicated that they prefer attending classes on the following nights: Tuesday, Wednesday, Monday and Thursday, respectively.

3. Students indicated that they first learned of the course they were taking through friends, newspaper articles, visits to the institute, evening brochure, radio announcements, respectively.

4. The quality of instruction was ranked by the students participating in this survey as 84%, excellent; 15%, fair and 1%, poor.



5. No significant changes were recommended by the students to alter the evening program.

In our daytime curriculum program, the Related Studies Division has been experimenting with programmed instructions in mathematics. The reason being that in the past we have had approximately 100 students who were required to take T-MAT 101 (Technical Math) during their first quarter here at the institute. These students were tested and it was learned that 23% had tenth grade level or less in math, 27% had eleventh grade level, 29% had twelfth grade level and 21% had college level or above.

Due to the nature of the various curriculums involved, it is always necessary to combine all levels of students in one class. During this past summer we have experimented with the use of programmed instructional material for technical mathematics. Programmed instruction allows each student to begin at his level of achievement and proceed according to his ability. Those students who are under-achievers were required to put in more hours to attain the level required. We found that students covered more material and comprehended at a higher level than in the conventional type of classroom.

Due to the results of this study, we are planning to run T-MAT 101, the first quarter of math, by use of programmed instructional material.

As this has proven very satisfactory, we are hopeful that we may expand the use of programmed material into other areas.



## STATISTICAL INFORMATION

The following is statistical data concerning the regular curriculum instructors:

1. We have thirty-nine full-time instructors, twelve holding Master's Degrees, one having an M.B.A. and one having an L.L.B. Fourteen more of our instructors have Bachelor's Degrees while only eleven have no degree.

2. Five of the seven instructors in our Related Studies Division have Master's Degrees and the other two are within one quarter of completing their Master's.

3. Of the twelve new instructors, one has a Master's, one has an M.B.A., one has an L.L.B., five have a Bachelor's Degree, and four have no degree. The four instructors who do not hold a degree are specialists in their field and offer a wide range of working experience and knowledge in lieu of a degree.

4. The number of teaching positions allotted by the State has been increased from 28 to 39. At the same time the average teaching load was reduced from 23.1 to 19.7 hours per week. This was done by employing qualified part-time instructors.

While achieving the above during the past year, CVTI has continued to maintain the high morale and loyalty to the institute. We have not had a resignation from any instructor or administrator during this year. We feel that this is probably one of our greatest achievements during the year.





## INDUSTRY VISITATION

The changing philosophy of industry to constantly update equipment and to increase automation makes it a greater challenge to us to furnish the skilled technicians required. Therefore, we are concentrating all efforts to aid industry in any way possible. We have made over 100 personal visits to keep in touch with the new methods and techniques being used by the industries we serve.

## PROFESSIONAL MEETINGS

To keep abreast with the current trends in technical and vocational education, the administrators and instructors have taken the opportunity to attend as many professional meetings as possible to upgrade themselves. Three of the instructors and one administrator here at CVTI are all currently serving as president of state-wide organizations.

## WORKSHOPS

Twelve instructors attended specialized workshops during the year. Two instructors have attended two IBM schools each. Twelve other instructors have attended seminars or short workshops. All administrators and instructional staff have completed one week of In-Service Training here at the institute.

## PUBLIC RELATIONS

The administrators and instructional staff avail themselves to speak to civic organizations and to visit industry whenever possible. This helps us to communicate with the general public





and to inform them of programs, courses and services offered by the institute.

#### RECOMMENDATIONS

Our number one problem is space. We have twelve new instructors without a desk or any place to work on school records and class preparations or to help students other than in the classroom.

I would recommend that more space be provided as soon as possible for our instructional staff because if this situation continues to exist it will cause a morale problem.

Secondly, I recommend that the position for a Director of Technical-Vocational Programs be filled as soon as a qualified person can be found.

I feel that this will most certainly improve the quality of instruction. Also, I feel that the Southern Association will question such an important position as this not being filled.

In general, materials, equipment, and supplies are adequate and the quality of our staff is exceptional.

We feel that many of the accomplishments achieved during the past year were attained by the reorganization and delegation of more responsibility to administrators and the division chairmen.

#### ADULT EDUCATION DEPARTMENT

The three areas of instruction:

##### Basic Adult Education

Adult Elementary (Basic) Education is a program designed to assist adults who wish to improve their skills in oral and written



communication or for adults who wish to learn to read and write. Elementary studies include reading, writing, spelling, arithmetic, social studies, health, listening and talking, and homemaker education.

#### Adult High School Diploma Courses

The Adult High School Diploma Program is designed to give mature adults who have less than a twelfth grade education another opportunity to earn a high school diploma. The primary purposes of this program are to improve reading skills, to strengthen weaknesses in the educational background, and to assure a minimum of knowledge in English, mathematics, science, and social studies. To be eligible for the Adult High School Diploma, each student must demonstrate satisfactory proficiency in the four subject areas. Proficiency is shown by meeting required scores on English, Mathematics, Science, and Social Studies selected standardized achievement tests.

#### Cultural Development

To complete the total adult education program at CVTI, numerous enrichment and culture classes are offered. Non-credit classes are available in conversational foreign languages, public speaking, reading improvement, economics, sociology, civics, civil defense, current affairs, government, problems of democracy, history, education for parenthood, home economics, sewing, physical fitness for women and men, flower arranging, leadership training, consumer education, family finance, creative arts, investments,



home decoration, and family life.

To fulfill the need for avocational courses, CVTI offers classes in creative writing, writing for publication, art, ceramics, leathercraft, lapidary art, ham radio techniques, photography and welding.

#### OCCUPATIONAL UPGRADING COURSES

Courses offered through the Occupational Upgrading Program may be classified under the following headings:

Apprenticeship: Related classroom instruction for apprentices. Courses are planned when sufficient need is demonstrated by employers and the appropriate apprenticeship representatives.

Business: Courses for the wide variety of office occupation.

Firemanship: Training in firefighting techniques for members of fire departments and industrial fire brigades.

Food Service: Courses for school lunchroom employees.

Health Occupations: Various courses for medical and nursing occupations.

Hospitality: Training for persons working in various service occupations.

Law Enforcement: Upgrading courses for policemen and law enforcement officials.

Management and Supervisory Development: Courses designed to improve supervisory and management techniques.





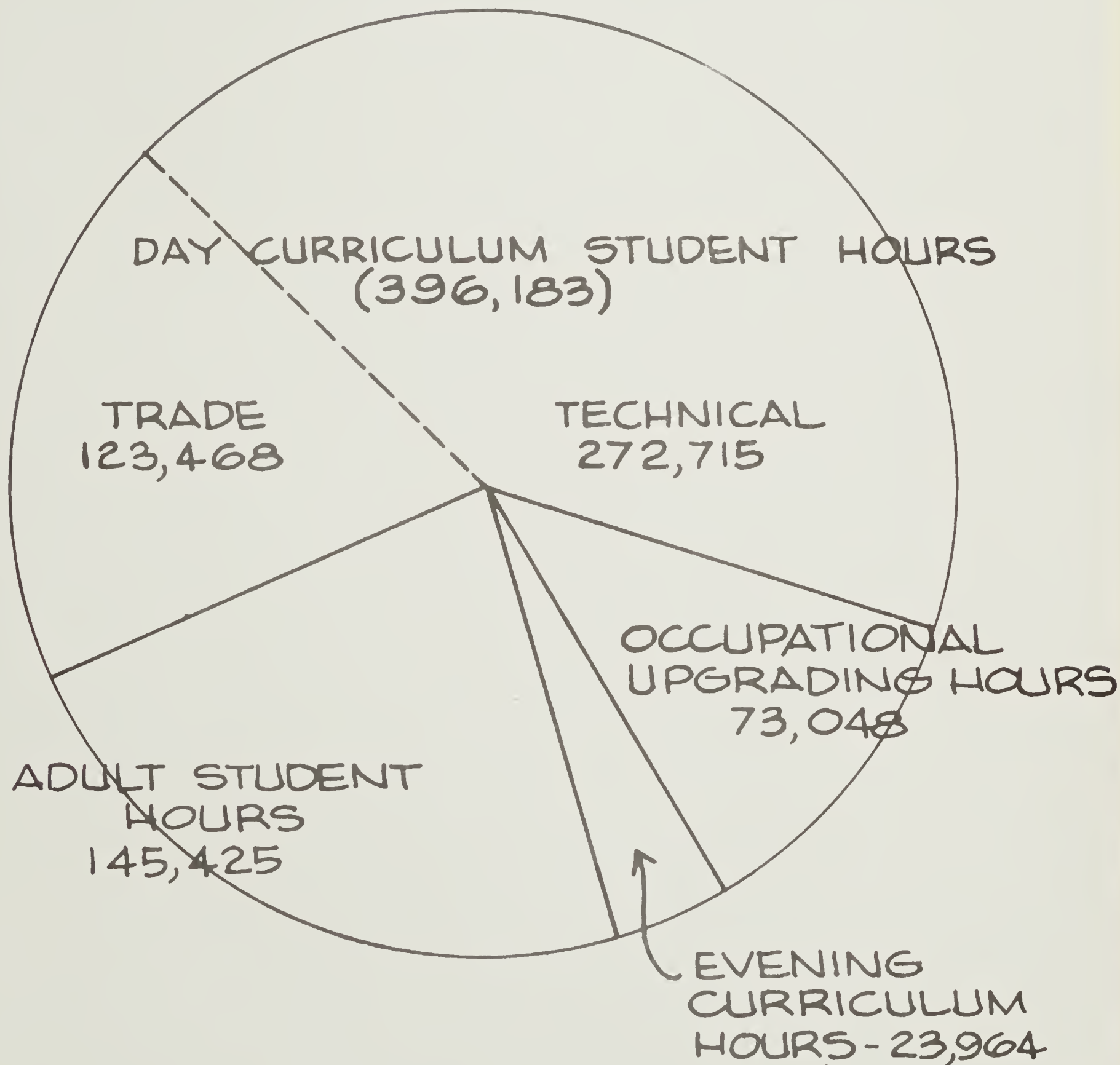
New Industry Training: Specialized courses designed to train new employees in new or expanding industries.

Technical: Upgrading courses for persons working in technical and para-professional occupations.

Vocational: Upgrading courses for persons in skilled and semi-skilled occupations.

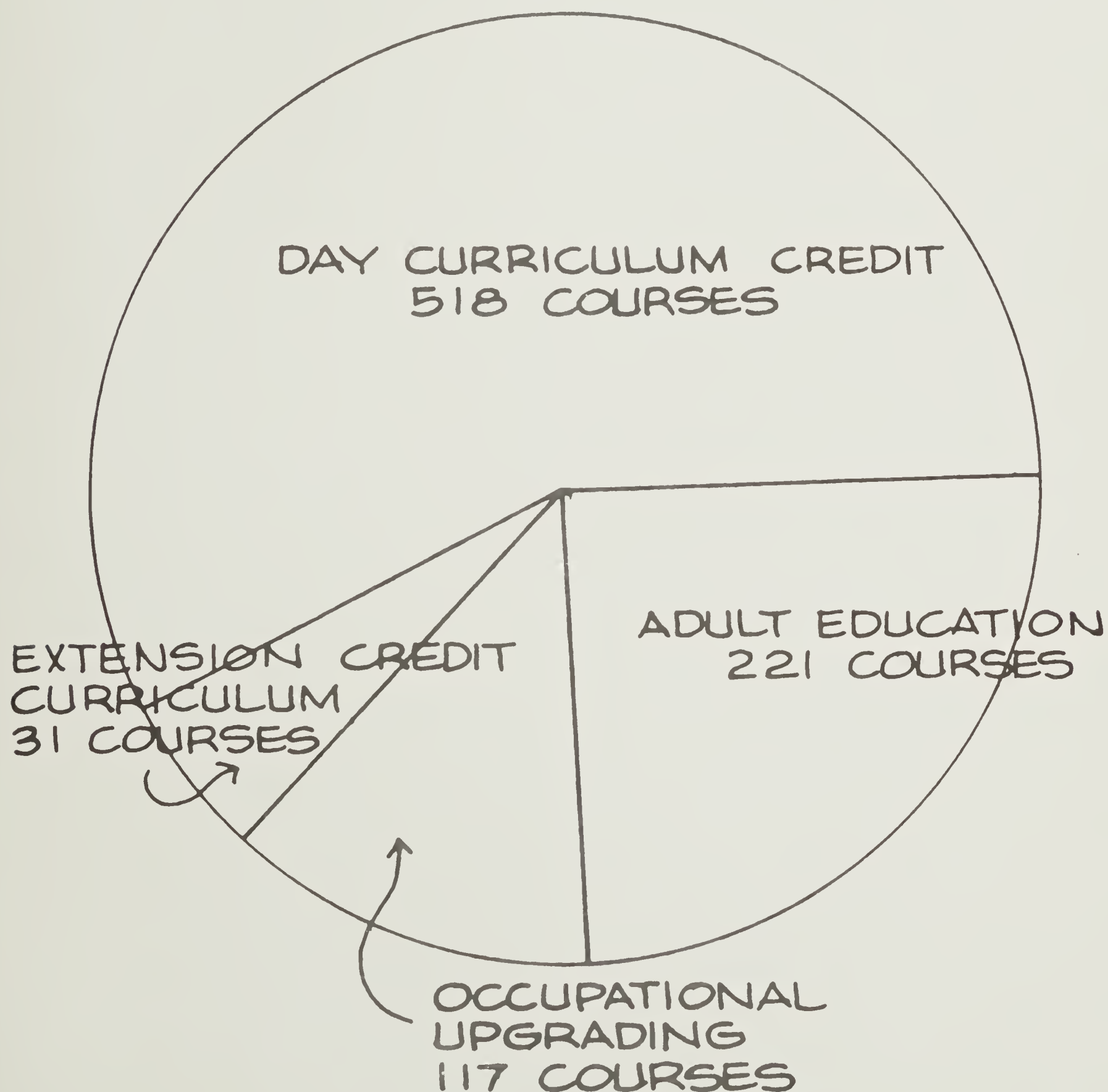


CVTI STUDENTS SPENT A GRAND TOTAL OF 638,647 HOURS IN CLASS ATTENDANCE DURING THE YEAR 1967-1968. THE DIVISIONAL BREAK-DOWN IS GIVEN IN THE CHART BELOW.





THE TOTAL OF 891 COURSES COMPRISED THE EDUCATIONAL OFFERING AT CVTI DURING THE YEAR 1967-1968. A DIVISIONAL BREAKDOWN IS SHOWN IN THE CHART BELOW





The purpose of this report is to present a review of the Student Services provided during the 1967-68 school year. In addition, it provides statistical data regarding enrollment, sources of students, student aptitudes, and student socio-economic background. Evaluations and recommendations for the various student services and the institute will also be provided.

#### I. STUDENT SERVICES, 1967-68

The 1967-68 school year has generally been one of success and continuing improvement in the organization and administration of student services. Although overall student and staff growth has created some day-to-day problems, the Student Services staff has continued offering a full program of student services. These have included (1) Information, Orientation, and Recruitment; (2) Individual Analysis and Counseling; (3) Registration and Records; (4) Financial Aid; (5) Activities; (6) Placement; and (7) Research and Evaluation.

During the past year a shortage of staff has limited to some extent, the efforts and quality of the services listed above. With the addition of two counselors, an additional secretary, expanded facilities including private counseling offices, quantity and quality of services should certainly be improved. With the addition of new staff, reassignment of job duties has been completed and an operating manual developed. The addition of individual dictation units in each professional staff member's office will





provide further flexibility and efficiency of operation.

INFORMATION AND RECRUITMENT SERVICE. As in all facets of CVTI operation, effective communications is an ever present problem. Related to student services, it is essential to provide information regarding programs of study, entrance requirements, student life, and post-educational opportunities for employment. An attempt is made to disseminate this information to as many individuals and in as many different forms as possible.

In an effort to provide information and recruit students, a new two-year catalog and general brochure were produced during 1967-68. These were provided in quantity to every counselor in the area and to every high school teacher in Catawba and Burke counties. Recruitment letters and general brochures were mailed to more than 1750 high school seniors within Catawba and the surrounding counties.

A new Furniture Production Management brochure was also produced and distributed to more than 1000 individuals.

Other materials included the special issue of the CVTI TECHNICIAN for the Open House; the "Key to Success"; and "Dope Pills".

Another means of providing information and recruiting students is through college and career days where individual contacts are made. The nine career days in 1967-68 included Caldwell, Burke, Watauga, Catawba, Davie, Cleveland, and Lincoln counties in addition to those at Hickory and Burns high schools.



Face to face contacts are, no doubt, the most effective means of recruitment and information giving. Records indicate a minimum of 6927 such contacts with prospects this past year. Of this number, 5616 were information giving; 535 counseling interviews; and 776 telephone contacts.

In addition, 915 office contacts were made with currently enrolled students with more than 300 of these being counseling interviews.

Personal contact was also made through more than 132 visits to area schools and visits of school groups to the institute (114).

Inasmuch as personal contact is not always possible, much information is distributed by mail. Excluding bulk mailings, 1125 letters of inquiry were answered; 980 were mailed regarding applications; more than 80 letters were related to employment; 192 pieces of correspondence sent to school personnel; and more than 801 miscellaneous letters were mailed.

Contacts and information to and from employers were also essential. During the year, more than 175 employers visited the institute and more than 240 telephone inquiries were received.

In efforts to continually inform public school personnel of CVTI, invitations to a luncheon meeting were extended area counselors and principals. More than 70 attended the luncheon and the program was considered quite successful.



INDIVIDUAL ANALYSIS SERVICE. The Individual Analysis Service involves testing, counseling, admissions, and advising. During the past year, the General Aptitude Test Battery continued to be the primary admissions battery. The usefulness of GATB data, limited substitute batteries, and economy of time and staff warrant, at least temporarily continued use of this battery.

A comparison of test results for the 1967-68 freshmen with previous freshmen indicates no significant differences in student aptitudes as measured by the GATB. Average scores for associate degree students continued to be higher on most factors than averages for trade students. This is especially true on those factors (G,V,N,S) most often considered important in academic studies. Of the nine aptitudes measured, the verbal (V) and finger dexterity (F) means, 98.3 and 95.1 respectively, were consistently lower than other aptitudes. For the "G" factor, the average for associate degree students was 110.9 for engineering and 104.2 for business.

The major testing done by CVTI is the Adult High School Diploma Program. Moves have been made to upgrade this program by adding the Stanford test battery, emphasizing test security, and restricted use of non-CVTI personnel for test administration. These measures should insure further acceptability of the diploma by other educational institutions.

The importance of counseling cannot be over-emphasized. It is essential to improved course selection, admissions, academic





success, and solution of personal socio-economic problems. With the increasing drop out rate (21.0% for 1967-68 as opposed to 14.7% in 1966-67), the need for additional counseling is evident. During the 1967-68 year, more than 950 counseling sessions were recorded and of the 6927 other contacts, many could have been counseling situations. With two additional counselors, this service should receive needed impetus and improved quality. Too, the maintenance of counseling summaries should increase counselor efficiency.

Admission, both in curriculum and non-curriculum classes, soared to an all-time high during the 1967-68 year (8533). Current accepted and pending applications indicate another record in 1968-69. The addition of the \$10.00 application deposit has undoubtedly discouraged applicants not seriously interested in enrolling.

Through admissions the "Open Door" is implemented. Use of developmental and learning lab studies has become increasingly important this year and will be even more so if effective admissions procedures are used to prevent drop-outs and assure suitable program selection.

Not only are admissions and counseling important in student success, but so is the faculty advisor. The advisor system has been reasonably successful this year. Additional orientation of faculty and students could improve this program. Too, many



students fail to take time to fully and effectively utilize this service.

REGISTRATION AND RECORDS SERVICE. The Registration and Records Service continued to function effectively and efficiently in most instances. Improvements were incorporated in the use of data processing for registration, grades, and permanent records. The time required for printing and distributing grades; determining quarterly averages; and posting grades to permanent records was reduced approximately two weeks.

Two other areas of note may be mentioned. First, all micro-filming of student records was completed for students enrolled between 1960 and 1966. Second, advanced registration of currently enrolled students was completed as a convenience to students. (This should be closely evaluated if continued.)

Correct student accounting and record maintenance is essential for an accurate picture of the school's operation and for proper allotment of budgeted funds. Further attention should be given to accurate completion of registration forms and Form DCC-33 and to improving curriculum registration for night students.

FINANCIAL AID SERVICE. In a questionnaire completed by 532 curriculum students, 48.3% indicated they received some form of financial aid. Some 7.9% received the GI bill; 3.6% received aid from Vocational Rehabilitation; 0.9% had assistance from Welfare; 1.3% from other scholarships; and 34.6% had other forms of aid.



During the fall, winter, and spring quarters, CVTI had assisted twenty-five individuals in securing aid amounting to more than \$2,600.00. A total of \$143.00 was contributed to the Faculty Grant-In-Aid program.

ACTIVITIES SERVICE. The 1967-68 Activities Service, quantity-wise, was one of status quo. Quality-wise, however, several notable improvements occurred. First, there was a large number of convocations in which both the variety and quality were commendable in spite of limited facilities and funds.

Second, cooperative arrangements were made with Lenoir Rhyne College for CVTI student participation in spectators in theatre productions, lecture series, appearances of professional groups, music programs and possibly athletic events.

Third, student publications of the CATVATECHI (yearbook) and CVTI TECHNICIAN (newspaper) showed marked content and quality improvements.

Fourth, social events including the Christmas and Spring dances were quite successful.

Fifth, athletics in the form of basketball and softball by teams in local community leagues continued with increased student participation. With the formation of a Community College Athletic Conference, additional pressures may be felt to expand athletic activities.

The distribution and use of the activity fee, which amounted to \$4953.50 will be found in the financial records maintained by





the comptroller. An unencumbered balance of \$24.51 will be carried forward to the 1968-69 school year.

PLACEMENT SERVICE. Job placement continues to be a rapidly growing facet of student services operation. During 1967-68, more than 400 inquiries were received by the Student Services Department. (This figures does not include contacts with instructors.) More than 30 companies held on-campus interviews; more than 165 referrals were made; and approximately 100 students were placed.

Again, noticeable in placement activities was the growing interest of companies located outside the prime recruitment area--especially those from Ohio, Virginia, New Jersey, Tennessee, South Carolina, Georgia and Delaware.

RESEARCH AND EVALUATION SERVICE. Research and evaluation is continuous. The writing of an operating manual as well as preparations for the Southern Association accreditation visit have particularly assisted in evaluation.

Research during the year again involved (1) an analysis of the GATB as described elsewhere in this report; (2) a basic follow-up study of the August 1967 graduates; (3) a socio-economic study of fall quarter students; and (4) cooperative research in testing by the United States Armed Forces Institute.

With additional staff, professional and clerical, further research can be done to help evaluate not only student services





but instruction and student success.

## II. STUDENT CHARACTERISTICS

ENROLLMENT BY AREA AND CURRICULUM. Enrollment at CVTI continued to soar beyond expectations and estimates for 1967-68. The total enrollment for the past year was 8533--an increase of 4.5 percent over 1966-67. (Had the 1967-68 figures, as in previous reports, included the 1494 students enrolled during July and August 1967, the total would have been 9659--an increase of 18.3 percent over the previous year.) The total 8533, however, is 12.2 percent above the estimate for this past year. Given on the bottom of page in Table I is the number of students within each major program of study at CVTI.

TABLE I  
ENROLLMENT BY MAJOR AREA OF STUDY  
1966-67 and 1967-68

AREA	ENROLLMENT		PER CENT CHANGE
	1966	1967	
Technical	449	889	+98.0
Trade	299	185	-38.1
Pre-Employment			
Sub-Total	(748)	(1074)	(-43.6)
Upgrading	2150	1715	-20.2
Supervisory	459	458	-00.2
Firemanship	73	193	+164.4
General Adult	3452	4053	+17.4
Basic Adult	1283	1040	-18.9
Extension			
Sub-Total	(7417)	(7459)	(+0.6)
TOTAL ENROLL- MENT	8165	8533	+4.5



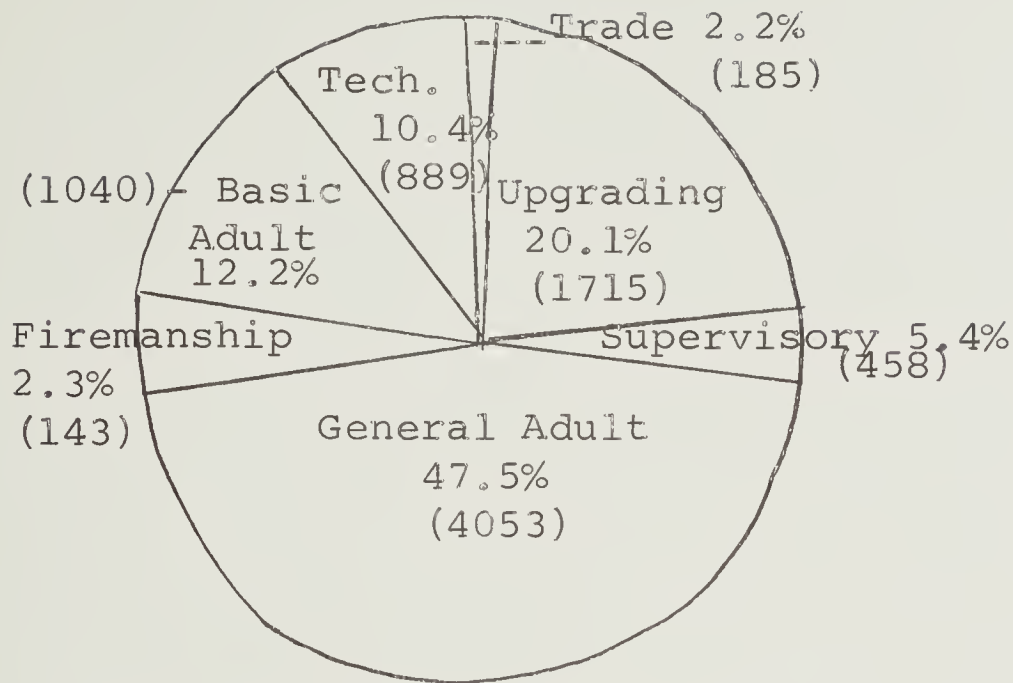
Particularly notable in Table I are the substantial increases, percentage-wise, in the technical, firemanship, and general adult classifications. The rise in technical enrollment was based upon larger numbers of business students and the addition of evening credit classes. Firemanship and general adult enrollment increases were based upon increased demand and, in the latter, a larger variety of courses.

Significant, too, are the decreases in enrollment in the trade, upgrading, and basic adult divisions. Decreases in these areas were due to (1) changes in accounting procedures which in 1966-67 included students enrolled in July and August 1966; (2) the conversion of most evening business courses from upgrading to credit classes; and (3) the elimination of training in the hosiery (51 students in 1966-67) and radio-television repair (5 students in 1966-67).

A comparison of the percentage of students enrolled in the various divisions of instruction for the 1967-68 school year is provided in Figure 1, which is shown on the following page.

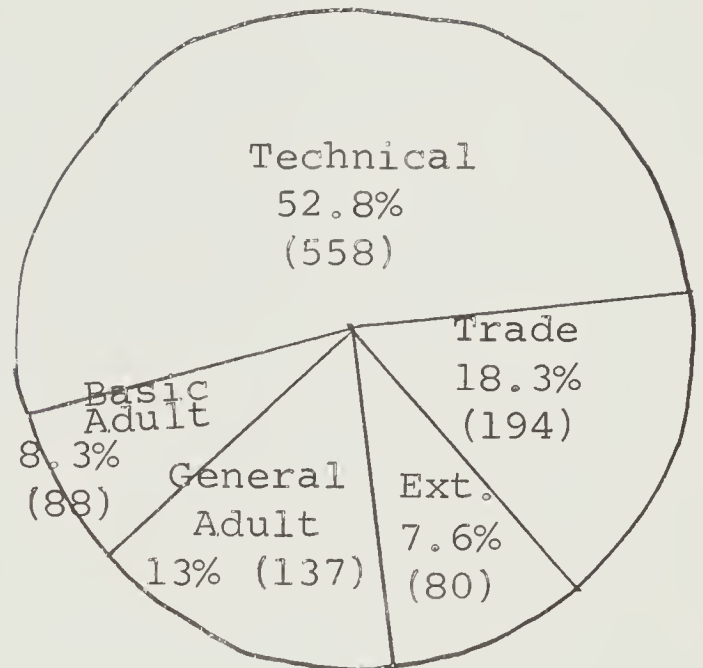


FIGURE I



PERCENTAGE OF STUDENT IN EACH DIVISION

FIGURE II



AVERAGE PERCENTAGE OF FTE'S IN EACH DIVISION FALL &amp; WINTER QUARTERS 1967-68

A comparison of the average full-time equivalencies by division for the fall and winter quarters is given in Figure II. By comparing Figures I and II, it can be noted that, as in previous years, the small percentage (12.6%) of students, based on head-count, accounts for the major portion of the FTE's (71.1%).

Inasmuch as curriculum students are the heart of the instructional program, enrollment in each program is given in Table II. Also shown are enrollments for 1966-67 and the percentage of change for the two years. Pertinent in this table is the continued increase in enrollments in the associate degree programs. A marked decrease in enrollments in the trade areas can be partially accounted for by the change in student accounting procedures. (Enrollments for 1966-67 include "Carry-over" students for July and August 1966. This also accounts for the decrease in electronics.)





TABLE II  
ENROLLMENT BY CURRICULUM, 1966-67 AND 1967-68

Curriculum	1966-67*	1967-68		Total	Per Cent Change
	Day	Day	Night		
Agricultural Business	60	40	--	40	33.0
Horticulture	--	3	--	3	----
Sub-Total	(60)	(43)		(43)	(28.3)
Accounting	34	48	--	48	41.2
Business Administration	92	86	129	215	133.7
Data Processing	--	78	--	78	----
Secretarial	113	104	240	344	204.4
Traffic & Transportation	34	40	--	40	17.6
Sub-Total	(273)	(356)	(369)	(725)	(165.6)
Architectural Drafting		33	14	47	
Furniture Drafting	80	27	--	27	3.8
Furniture Production	--	1	--	1	--
Mechanical Drafting		9	--	9	
Electromechanical	--	8	--	8	--
Electronics	36	29	--	29	-24.1
Sub-Total	(116)	(107)	(14)	(121)	(14.3)
Automotive Mechanics	75	46	--	46	-38.7
Electrical Installation	40	22	--	22	-45.0
Hosiery	51	--	--	--	----
Machine Shop	40	15	--	15	-62.5
Masonry	--	18	--	18	--
Practical Nursing	12	29	--	29	141.7
Radio-Television Repair	5	--	--	--	--
Upholstering	37	11	16	27	-27.0
Upholstery Sewing	39	11	17	28	-28.2
Sub-Total	(299)	(152)	(33)	(185)	(38.1)
TOTAL	692	658	416	1074	55.2

\*1966-67 enrollments include July-August 1966 while 1967-68 enrollments do not include July-August of 1967.

ENROLLMENT BY SEX. During 1967-68, 4297 females were enrolled as compared to 4236 males. The numbers and percentage of males versus females for the 1966-67 and 1967-68 school years are given in Table III.



TABLE III  
ENROLLMENT BY SEX  
1966-67 and 1967-68

Program	MALES				FEMALES			
	Students		Percentage		Students		Percentage	
	1968	1967	1968	1967	1968	1967	1968	1967
Curriculum	654	525	60.9	70.2	420	223	39.1	29.8
Upgrading	1378	982	80.3	45.7	337	1168	19.7	54.3
Supervisory	321	358	70.1	77.8	137	101	29.9	22.2
Firemanship	193	74	100.0	100.0	---	---	---	---
General Adult	1139	1157	28.1	83.5	2914	2295	71.9	66.5
Basic Adult	<u>551</u>	<u>778</u>	<u>53.0</u>	<u>60.7</u>	<u>489</u>	<u>505</u>	<u>47.0</u>	<u>39.3</u>
TOTALS	4236	3873	49.6	47.4	4297	4292	50.4	52.6

As can be seen in Table III, a comparison of the overall enrollment shows no significant changes for the two year period. Changes are significant, however, in the curriculum and upgrading divisions. The percentage of females increased approximately 10 percent in upgrading classes. Both changes can partially be accounted for by the change of evening upgrading business courses to evening curriculum business classes.

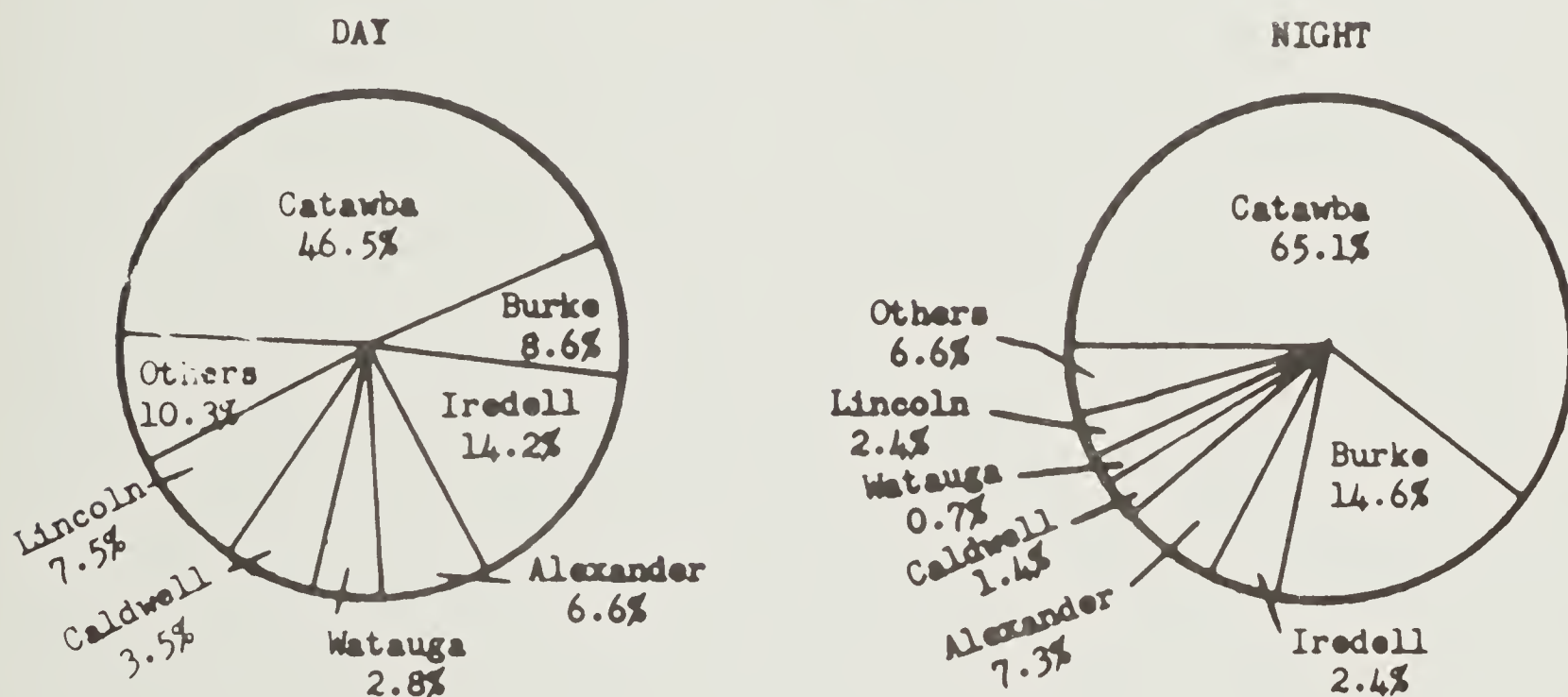
GEOGRAPHICAL SOURCE OF CURRICULUM STUDENTS. During 1967-68, Catawba County continued to provide a larger proportion of students than any other county. As shown in Figure III, 46.5 percent of all day students came from Catawba County while 65.1 percent of night curriculum students were from this county. For day students, Iredell county continued to rank second with 14.2 percent while Burke (8.6%), Lincoln (7.5%), and Alexander (6.6%) each showed slight increases over 1966-67. Caldwell showed a



considerable decrease (from 8.7% to 3.5%) with a slight decrease in the percentage of students from Watauga County (0.2%).

FIGURE III

SOURCE OF CURRICULUM STUDENTS BY COUNTY, 1967-68



WITHDRAWALS. While curriculum enrollment continued to soar, the number and percentage of withdrawals also increased to the highest level in the institute's history. The number of students withdrawing was 226 which was 21.0% of the total curriculum enrollment. By comparison, during 1966-67, 110 students withdrew (14.7%). Not included are students who may have completed one quarter but failed to re-register for the following quarter. (Night students particularly fall into this category.)





Employment, military obligations, personal reasons, and excessive absences were the major reasons for withdrawals while, to a lesser extent, financial, transportation, sickness, relocation, and transfers to other schools were other problems listed.

With more than twenty percent of the curriculum students withdrawing, immediate attention should be given to more suitable course selection and retention of enrollees. Heaviest losses, percentage-wise, were noted in Data Processing (33.3%); Mechanical Drafting (44.4%); Medical Secretarial (37.5%); Ornamental Horticulture (66.6%); and Traffic and Transportation (30.0%). The programs with the lowest percentage drop outs were Upholstery Sewing (3.5%); Architectural Drafting (10.6%); Legal Secretarial (11.1%); and Furniture Drafting (14.8%).

GRADUATES. The number of students graduating in August 1968 is estimated at 212 which is seven less than the previous year. The number of graduates in descending order by curriculum follows: Automotive Mechanics (32); Practical Nursing (22); Accounting (21); Business Administration (17); Electrical Installation (14); Executive Secretarial (10); and Upholstery Sewing (13); Furniture Drafting and Traffic and Transportation (11); Agricultural Business, Architectural Drafting, and Upholstery (9); Legal Secretarial and Machine Shop (8); Electronics (6); Medical Secretarial (5); and Mechanical Drafting (3).





VETERANS ENROLLMENT. During 1967-68, seventy-five (75) individuals were enrolled under Veterans Administration Programs. Of these 18 (24%) withdrew. Business programs were the courses most often selected with 41 (54.6%) of the 75 enrolled in these classes.

SOURCE OF STUDENTS BY HIGH SCHOOLS. During the 1967-68 school year, a number of high schools had nineteen or more former students enroll at CVTI. Included were Hickory, 79; Newton-Conover and St. Stephens, 40 each; Taylorsville 31; Bunker Hill, 29; West Lincoln, 25; Bandys, 24; Fred T. Foard, 20; and Hildebran, 19. Of particular interest is the fact that Taylorsville ranked fourth and West Lincoln sixth out of the top nine schools.

SOCIO-ECONOMIC DATA. A study in cooperation with Mr. Gerald Bolick, of Duke University, resulted in additional data regarding student characteristics. Involved were 532 curriculum students enrolled in the fall quarter. Of interest and significance is the following information. STUDENT STUDY LOAD averaged 20.4 contact hours per week. THE SOURCE OF REFERRAL TO THE INSTITUTION indicated that currently enrolled students and high school counselors were most influential in the selection of CVTI for continuing the student's education. Other students influenced 31.8% and school counselors 28.0%. Parents and the various news media accounted for 9.6% each while the CVTI recruiter and employer influenced 8.5% and 4.7% respectively.



MARTIAL STATUS. Almost one-third of the students surveyed were married. EDUCATIONAL BACKGROUND. The average education for the students responding was 12.3. There were 13.3% of the fathers of CVTI students with less than a seventh grade education while only 8.5% of the mothers were in this category. Of the fathers and mothers with more than sixteen years of education, the percentages were 1.9% and 1.5% respectively. The average education for all other fathers was 10.2 years; for the mothers, 10.5 years.

STUDENT PROXIMITY TO INSTITUTE was also surveyed. Ten (1.9%) lived within one mile while thirty-six (6.8%) lived more than thirty miles from the institute. The average distance from the institute for the remaining students was 12.0 miles. EMPLOYMENT of students continues to create instructional and learning problems. Some seventy percent of the student body is employed with approximately 38% working part-time and 32% working full-time. STUDENT AND PARENTS INCOME was generally higher than anticipated. Of the students, 26.7% earned less than \$999 while 2.3% earned more than \$10,000. The average for all others was \$3164. There were 4.5% of the parents with income less than \$999 while 14.% earning above \$10,000. The mean income for the remaining parents was \$5793.36.

Significant regarding EDUCATION AND EMPLOYMENT PLANS were three facts. First 35.9% of the students indicated that they



would not have furthered their education had CVTI not been available. Second, 17.3% of the students surveyed indicated plans to work for a four year college degree. This percentage is considerably higher than the number actually undertaking such an educational program. Third, 82.9% of the students plan to seek employment in North Carolina after completing their present program of studies.

### III. RECOMMENDATION

The recommendations which follow are based upon an evaluation of the institute's past operation and problems as well as anticipated exigencies.

The following recommendations relate to the area of student services.

1. Develop new methods, materials, and techniques for the information and recruitment service. (These may include Parent's Day; CVTI--Lenoir Rhyne College Day; Luncheons and tours for selected groups of public school teachers; and departmental brochures.)

2. Review admissions procedures as they pertain to numbers, curriculums, and quality to assure suitable course selection and reduce drop outs.

3. Provide closer correlation of procedures for day and evening curriculum students as related to enrollment, registration, and grades.





4. Orient, acquaint, and where desirable, involve faculty with the objectives, functions and services available.

5. Through instructors, improve the effective placement of students by (a) utilizing instructor knowledge of and acquaintance with employers as job sources; and (b) orienting students to suitable techniques in job hunting and interviewing procedures.

6. Strengthen the counseling and student advisor programs.

7. Develop a philosophy and long range program related to a comprehensive activities program including, if any, athletics.

The remaining recommendations relate to the total institute program.

1. Develop a long-range program of curriculum growth with little overlapping so that a broader range of interests and student needs may be met.

2. Develop a program and procedures for orienting all new staff members to the institute as well as to up-date the knowledge of continuing staff members.

3. Determine the need and develop plans for adding the college parallel program of studies as soon as possible.

4. Determine the need and develop appropriate plans for health and safety programs.

5. Determine the problems and improve communications upon and between all levels of personnel within the institute and community, including students.



6. Develop promotional plans for the tenth anniversary of the institute.

7. Improve the teaching conditions and efficient use of class hours by advanced registration of students during non-class time. Scheduled exams at the end of each quarter may also help.

### INTRODUCTION

The Learning Resource Center has grown in all its divisions during 1967-68. The addition of a secretary has been very beneficial to smooth Center operation. In September the Center added to its responsibilities the Multilith printing. The majority of duties in the printing area are performed by a student who works nine hours a week under the work study program.

The Learning Laboratory is also a new program added to the Center. This area is staffed by a full-time coordinator during the day and part-time help during the evening.

It was hoped that regular day students would take advantage of the materials in the laboratory, but they have not. Most of the students using the laboratory do so during the evening hours.

For the coming year an assistant librarian has been added to the staff. This addition to the staff will enable the library to service the students a minimum of 60 hours a week beginning with the September term.



The Center has added media in all areas. The greatest increase has been the acquisition of 520 books. All increases are shown in Table I.

TABLE I

MEDIA COLLECTION OWNED BY CVTI

Books	8,566
Films, 16 mm	62
Filmstrips	401
Records	30
Slides	844
Tapes	36
Transparency sets	41

During 1967-68 the Center obtained both rental and free films for instructors. 425 off campus films were handled for a 90 percent increase over last year's total of 225. This increase was due in part to the increase in funds provided for film rentals. It is desirable that this increase be maintained for 1968-69.

TABLE II

BORROWED FILMS  
1967-68

Date	*Entertainment	Free <u>Instructional</u>	Rental	Preview	Cost
July	0	14	0	0	\$
August	4	10	4	0	21.90
September	5	41	4	0	13.70
October	5	31	2	7	10.00
November	1	16	2	33	10.00
December	4	23	10	0	73.50
January	5	12	0	0	0
February	5	12	12	2	58.15
March	4	14	23	9	105.75



<u>Date</u>	<u>*Entertainment</u>	<u>Instructional</u>		<u>Preview</u>	<u>Cost</u>
		<u>Free</u>	<u>Rental</u>		
April	11	23	22	1	\$103.70
May	2	17	4	0	22.35
June	<u>3</u>	<u>9</u>	<u>4</u>	<u>0</u>	<u>22.24</u>
	49	236	87	52	\$441.30

\*Shown during noon break





TABLE III

## LEARNING RESOURCE CENTER CIRCULATION

Date	Books	Periodicals	Films	Filmstrips	Learning Lab	Records	Slides	Tapes	Transp.	Total
July	146	36	10	-	-	-	-	-	-	192
August	115	43	19	-	-	-	-	-	-	177
September	330	129	78	-	231	-	-	-	287	1055
October	553	337	54	-	442	-	-	-	-	1386
November	419	143	35	-	379	-	-	-	61	1037
December	275	30	52	5	265	2	50	-	-	679
January	597	125	44	14	427	-	100	-	-	1307
February	548	27	29	8	586	2	-	2	-	1202
March	569	326	52	18	535	1	-	1	-	1502
April	799	308	79	3	429	-	-	3	-	1621
May	383	206	32	2	288	1	-	-	-	912
June	331	94	25	13	226	6	1	-	-	696
Total	5065	1804	509	63	3808	12	151	6	348	11,766



TABLE IV

## LEARNING LABORATORY

Accumulative Attendance	3,808
Accumulative Contact Hours	10,088
Accumulative Enrollment	259
Active	35
Inactive	169
Withdrawn	55

TABLE V

## PRINTING DEPARTMENT

	<u>Copies</u>	<u>Masters Run</u>	<u>Transparencies</u>
Cards		Metal on file	A. B. Dick
3 x 5	<u>10,539</u>	<u>122</u>	<u>317</u>
Letterhead		Metal processed	3M
8½ x 11	<u>12,080</u>	<u>307</u>	<u>212</u>
Photo copy	<u>217</u>	Paper	<u>390</u>
Regular			
8½ x 11	<u>105,686</u>		
8½ x 14	<u>6,868</u>		
Special	<u>4,572</u>		
Total:	<u>139,962</u>	Total: <u>819</u>	Total: <u>529</u>



TABLE VI

Volumes owned by Dewey class as of June 30, 1968

<u>Reference</u>		<u>Open Shelf</u>	
000 - 099 =	128	000 - 099 =	206
100 - 199 =	6	100 - 199 =	150
200 - 299 =	19	200 - 299 =	9
300 - 399 =	112	300 - 399 =	1,367
400 - 499 =	21	400 - 499 =	103
500 - 599 =	67	500 - 599 =	1,163
600 - 699 =	236	600 - 699 =	3,928
700 - 799 =	35	700 - 799 =	496
800 - 899 =	8	800 - 899 =	207
900 - 999 =	99	900 - 999 =	170
	<hr/>	Fiction =	<u>41</u>
Total	731		7,840

Book holdings were increased by 579 volumes.





TABLE VII

## CIRCULATION BY DEWEY CLASSIFICATION

	000	100	200	300	400	500	600	700	800	900	Fiction	Total
July	-	4	-	39	2	9	72	15	1	2	2	146
August	1	6	-	23	2	3	61	8	1	5	5	115
September	-	20	1	105	4	28	125	26	15	3	3	330
October	5	36	--	190	2	33	199	46	16	15	11	553
November	4	28	-	151	-	23	130	48	24	5	6	419
December	4	11	3	89	4	46	94	9	1	11	3	275
January	27	22	5	234	6	79	179	21	10	8	6	597
February	15	27	4	146	-	42	254	40	3	10	7	548
March	6	42	1	105	3	35	332	86	11	12	4	569
April	7	27	7	143	2	49	357	95	2	1	32	799
May	28	11	7	96	-	25	108	29	3	-	8	315
June	-	8	2	43	7	14	114	15	3	3	7	216
Total	97	242	30	1,364	30	386	2,025	438	90	75	94	4,882



TABLE VIII

## CIRCULATION CATEGORIES OTHER THAN DEWEY

<u>Date</u>	<u>Faculty</u>	<u>Student</u>	<u>Reference</u>	<u>Reserve</u>	<u>Inter-Lib Loan</u>	<u>Magazines</u>	<u>Overdue</u>	<u>Books Transferred</u>	<u>Books Discarded</u>
July	41	105	-	5	-	36			
August	66	49	-	6	-	43			
September	51	279	5	3	-	129			
October	83	470	-	18	-	337			
November	66	353	-	27	-	143			
December	38	237	-	9	-	30			
January	35	562	3	29	-	125			
February	72	476	9	12	-	27			
March	64	505	4	2	4	326			
April	89	710	-	8	50	308			
May	22	293	14	15	-	206			
June	67	149	3	-	-	94			
Total	694	4,188	38	134	54	1,804			



TABLE IX  
LIBRARY ACCOUNT 506  
1967 - 1968

<u>Date</u>	<u>Library Fines</u>
July	\$
August	5.00
September	
October	14.00
November	19.00
December	13.60
January	7.00
February	22.00
March	8.00
April	21.40
May	23.00
June	<u>5.00</u>
Total	138.00



TABLE X  
HOURLY EMPLOYEES  
1967 - 1968

	<u>Employees</u>	<u>Hours</u>	<u>Wages</u>
July	2	320	\$400.00
August	2	367	458.75
September	1	36	45.00
October	1	36	45.00
November	1	34.5	43.13
December	1	33	41.25
January	1	26	32.50
February	1	26	32.50
March	1	36	45.00
April	1	49.5	61.88
May	1	72	90.00
June	<u>1</u>	<u>176</u>	<u>220.00</u>
	14	1212	\$1515.01





## TABLE XI

1968 - 1969

## EQUIPMENT NEEDS

Library	1	Adding Machine	\$
Library	1	Kardex	50.00
Audiovisual	3	Overhead projectors, portable	210.00
Audiovisual	3	Projection screens, 70" x 70"	56.25
Audiovisual	1	Slide cabinet, 2" x 2"	50.00
Lib., AV, & Printing	1	Primary typewriter	150.00
Library	1	Mini-Graph catalog card duplicator	275.00
Library	1	Se-Lin labeling system	182.00
Printing	1	Multilith offset model 1250W: factory rebuilt	2600.00
Printing	1	Bruning 2000, copy machine	4400.00
			Rental per month
			30.00
Audiovisual	1	Goodkin Model "A" camera	450.00
Audiovisual	1	Automatic slide projector Kodak AV-900	131.75
Audiovisual	3	All steel table, Bretford 16 E	49.92
Audiovisual	3	Filmstrip cabinet	



## FISCAL AFFAIRS

## INTRODUCTION

The responsibility associated with the fiscal affairs office falls into six (6) categories: One, financial affairs; Second, plant and grounds maintenance; third, physical facility utilization; fourth, bookstore operation; fifth, food service; sixth, inventory and warehouse control. The task of administering this wide range of responsibility falls on the shoulders of the Business Manager and Accountant, a task of gigantic proportion for two people.

Resources are realized from many sources; federal, state, local, business, industry and private donations. Procedures for fiscal operations follow established practice set forth by the division of Community Colleges, the State Auditing Division, and by the local County Commissioners. At times it is rather difficult to administer fiscal affairs when complying to the requirements of three agencies.

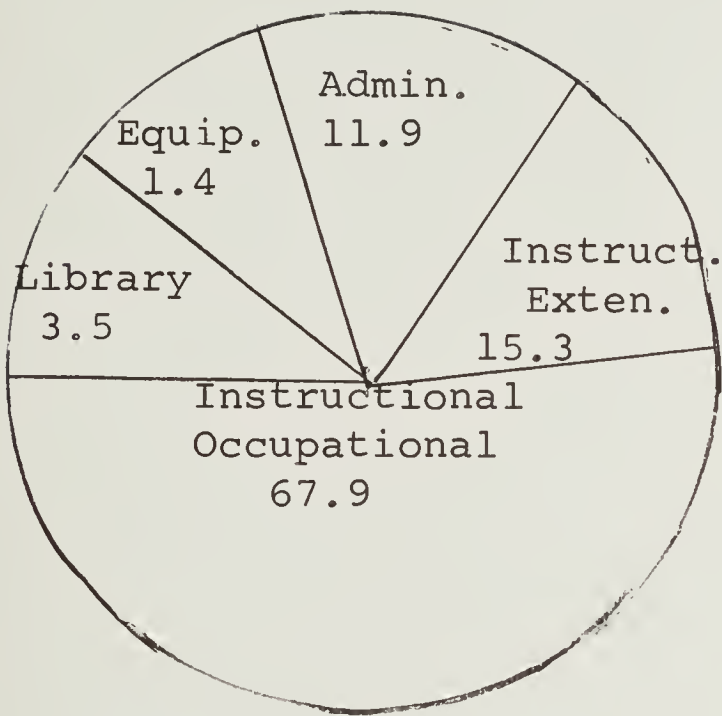
All financial transactions and procedures are audited by the State Auditing Division, this includes federal, state, local, bookstore, and miscellaneous accounts.

### Financial Affairs & Operation

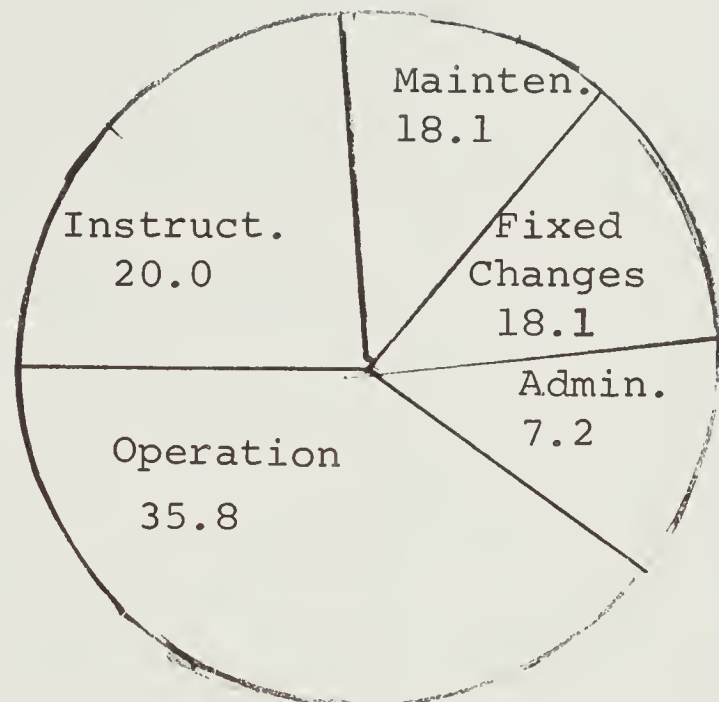
The total current expense budget for 1967-68 was \$622,868.00. The breakdown between state and local budgets amounts to \$532,044.00 state and \$90,824.00 local. By percentage, the picture would present a breakdown of 83.0 percent state and 17.0 percent local.



### Current Expense Breakdown



State Budget \$532,044.00



Local Budget \$90,824.00

Capital expenditure budgeting presents a bigger challenge than any other phase of CVTI's financial structure. The problem exists in that the institution has no dependable source of revenue in which to depend. The total capital expenditure budget for 1967-68 was \$461,419.00. The breakdown on capital expenditure is as follows: \$368,320.00 state and \$92,999.00 local. For a percentage breakdown the picture would be 79 percent state and 21 percent local. Capital expenditure monies from the state were committed to construction and equipment for the new furniture facility and therefore are being held in escrow. Local capital expenditure monies were used for specified budget line items. Alterations and renovations accounted for \$81,000.00, equipment and purchase \$7,800.00, and equipment rental \$3,200.00.

The third source of revenue comes in the form of contributions and gifts. Predominately this source of aid is materialistic





such as equipment and supplies. A number of small cash donations were given for scholarships. During the past fiscal year, it is estimated that CVTI received from the public, business, and industry approximately \$20,000.00 in such contributions.

#### Plant and Grounds Maintenance

Building and grounds maintenance is extremely important for many reasons. A few examples are as follows: Appearance, preventative maintenance, student and staff morale, and public reaction. Second to capital expenditure funds, sufficient monies to maintain a 40 acre campus with 11 buildings that equal 80,000 square feet is grossly handicapped. CVTI maintenance is conducted by a staff of four full-time employees and two part-time employees who are students. With a maintenance staff of this size, CVTI operates on a 14 hour day, five days per week. In addition to the normal maintenance of buildings and grounds, the activities of maintenance personnel are greatly handicapped by the constant movement of furniture to accommodate the various programs and shift changes that occur.

The maintenance of the physical facilities and grounds at CVTI continues to be a pressing problem. At the present time, we are 50 percent understaffed by all recognized standards of maintenance. The primary reasons for being understaffed are low wages being paid and the lack of financial support by the local government to bring our maintenance staff to full strength.



This would require the addition of four full-time men and one additional maid.

#### Physical Facility Utilization

CVTI operates between the hours of 8:00 a.m. and 11 p.m., for an average of 14 hours per day of productive time based upon a five day week. CVTI records indicate, from a close analysis of physical utilization, that the property and grounds are utilized approximately 82.7% of the time the institution is open. This by far exceeds all normal operations of public facilities. Based upon educational facilities standards, CVTI has a 2 1/2 to 1 greater utilization than other educational facilities. One of the major problems facing institutional authorities at the present time is lack of physical facilities. There is a critical need for additional classrooms, physics and chemistry labs, library space, institutional staff accommodations and warehousing. It is estimated by state educational consultants and institutional officials that we are approximately 3 years behind the present needs for physical facilities based upon the past, present, and future student enrollment data.

#### Bookstore

Catawba Valley Technical Institute operates a self sustaining bookstore for the benefit of students, faculty and administration. Its activities are greatly curtailed to the sale of books and consumable supplies as required by students. From this sustaining operation the salaries of employees in the bookstore are paid



from profits.

#### Food Services

Food service at CVTI is limited to vending machines on a year round basis, supplying such things as drinks, sandwiches, salads, cookies, crackers and candy. During the regular 9 month year, Servomation operates a short order type food dispensary, whereby students can select hot or cold sandwiches, soups, french fries, ice cream, salads, fruit juices, and other sundry items. It is contemplated that for the year 1968-69 that this service will also include breakfast and supper, with additional food service being offered throughout the day.

#### Inventory Control

The business office also maintains complete inventory control of all equipment and supplies throughout the institution. This inventory is periodically taken at least twice a year to assure the administration and the public that the fullest utilization of equipment and supplies are maintained. Equipment inventory, when checked, is also tabulated against original inventory cards maintained in the Raleigh office.

#### Recommendations

1. Consideration be given to physical facilities by adding classrooms and laboratories that are desperately needed.



2. Updating accounting and office procedures which would require expenditures for accounting equipment and the providing of adequate office space to get maximum efficiency.

3. Warehouse storage that would be centrally located, high and dry, where better control system could be initiated.

4. Additional financial resources in order to bring the maintenance staff to full strength. Presently we utilize approximately \$15,000 per year to maintain a property and equipment evaluation in excess of \$2 million.





C V T I BOOKSTORE

Highlights

	<u>1967-68</u>	<u>1966-67</u>	<u>1965-66</u>
<u>Sales</u>	\$50,101.	\$38,594.	\$33,570.
% Increase	25%	15%	
 <u>Net Profit</u>	 6,240.	 10,833.	 6,740.
% Increase		60%	
% Decrease	42% **		

Average Inventory

	13,030.	8,539.	8,870.
Turnover	3.8	4.5	3.8
Ending June	12,759.	7,532.	7,611.
New Books	8,049.	4,169.	4,236.
Supplies	4,710.	3,363.	3,375.

\*\* - Non-recurring expense of fixtures and store front together with the expense of a part-time store assistant equaled a total extra expense of \$5,903 which decreased the profit for the year 1967-68.

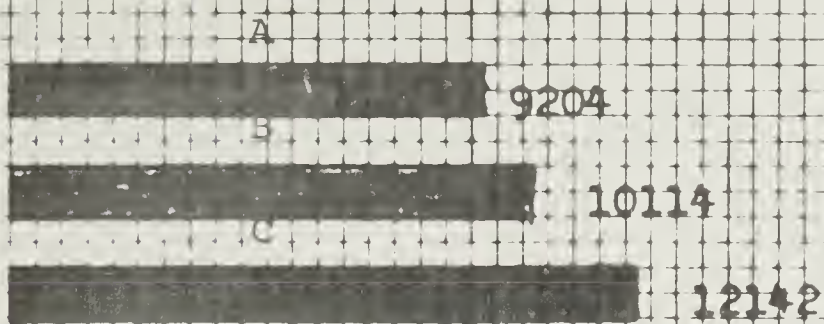


A 1965-66

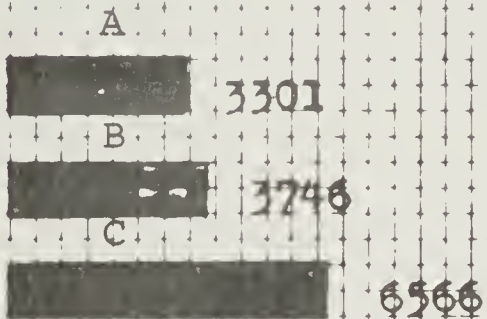
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C 1967-68

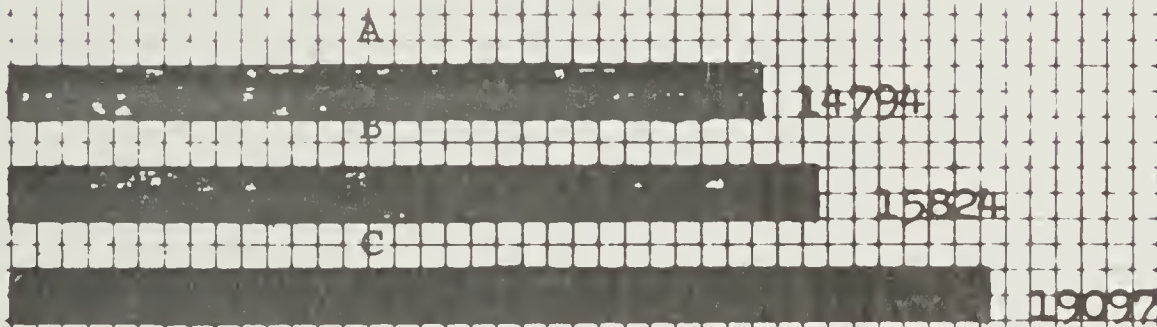
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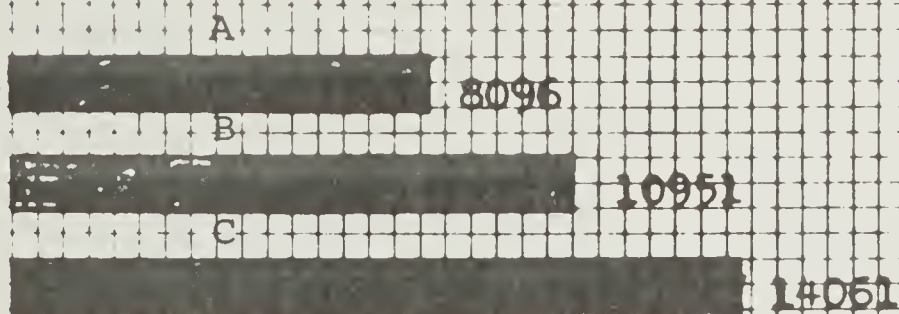
April  
May  
Jun



July  
Aug  
Sept



Oct  
Nov  
Dec



CVT BOOKSTORE SALES COMPARISON





## PRESIDENT'S OBSERVATIONS

The Catawba Valley Technical Institute brings to a close another year packed with many achievements, exciting experiences, and a few disappointments. Major accomplishments include: reorganization of administration, establishing instructional divisions, and creating divisional chairmen. In the area of student services, accomplishments were achieved by a more comprehensive student orientation, more detailed student counseling, establishing a student placement service, conducting various follow-up studies on students.

The growth of CVTI continues to be consistent with an 18% increase in enrollment for the 1967-68 year. The biggest enrollments are in the business and secretarial programs. We believe this is understandable in that the Catawba Valley area is noted for being a retail and business center for the area. Technical programs continue to grow at a steady pace while trade programs are operated on a marginal basis. CVTI puts equal emphasis on all programs with extra efforts on the marginal programs. A general trend is emerging in our society indicating a desire by many of our citizens to seek white collar or status positions rather than trade or technical occupations that have a bigger financial return.





The instructional staff is consistently being upgraded to assure quality instruction. Our personnel has attended many seminars, workshops and conferences to upgrade themselves and keep abreast of changing conditions. Eight members of our staff are pursuing advanced degrees on specialized instruction for upgrading purposes.

In conjunction with staff improvement, we are consistently upgrading the curriculum to keep them up to date and current.

Briefly our accomplishments and strong points have been renumerated, it would seem appropriate at this time to mention several weaknesses that exist. The most important weakness at this time is physical facility. There is just not enough accommodations, labs, library space, student assembly and staff accommodations to accommodate our programs and staff. The next pressing problem is maintenance which is simply not enough people and low wages. Our third major problem is communications and this is an internal problem primarily caused by our rapid growth and diversification.

In conclusion, a number of recommendations will be presented. Ironically, they are all contingent upon finances and each has extending implications for CVTI.

1. Financial support - It is imperative that a more adequate system of financial support be obtained whereby advanced planning



can be accomplished.

2. The acquisition of additional physical facilities. Instruction space is in critical need. Classrooms, physics and chemistry labs, library, teacher offices where they can plan and council with students, warehouse, and physical education facilities are desperately needed.

3. The updating of the fiscal affairs division, whereby more rapid accounting procedures can be implemented. This would involve the acquisition of equipment in the amount of approximately \$10,000.





